

Unit 1/Lesson 1 Week One

Lesson Title: Schools Around the World

Short Term Goal: Students will describe the purposes of education in society. They will compare and contrast their own school experience with those of other children around the world.

SLE's:

- G.1.3.11: Explain the purpose of a *physical map*
- G.1.3.6: Divide the earth into the four *hemispheres* using a map or globe:
northern, southern, eastern, western
- G.1.3.7: Identify the seven continents

Common Core Standards:

CC3RI1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CC3RI2 Determine the main idea of a text; recount the key details & explain how they support the main idea.

CC3RI7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CC3SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

CC.3.W.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Materials:

Drawing paper

Map or globe

[Letter from Hamid](#), a child from Uzbekistan (*pdf*)

<http://www.peacecorps.gov/www/multimedia/ebooks/bbyl-school/school-letter.pdf>

Peace Corps' children's e-book, [School](#) (*Flash*)

<http://www.peacecorps.gov/www/multimedia/ebooks/bbyl-school/>

[Venn diagram template](#) (*pdf*)

Additional books and photographs of different schools around the world

Direct Explanation/Model:

One to Two Sessions/ whole group and partners

What:

Students will describe the purposes of education in a society. They will compare and contrast their own school experience with those of other children around the world. They will locate Uzbekistan comparing and contrasting the physical and cultural features and how they impact the type of school experience the students have to those of students in the United States.

Why:

The environment affects how people live and how children go to school. Learning can occur anywhere, including at home, at school, and in the community. Education is an important and necessary part of an individual's development. An individual's actions can have an impact on him or herself, his or her family, community, and culture.

How:

The students will read about a student who lives in Uzbekistan as well as a school in other parts of the world. They will locate these places on a world map, learn about the geography, climate, and cultures there. They will compare and contrast the schools and write a description of their own school experience.

Session One**Guided Practice:**

Read aloud the [letter from Hamid](#), a young boy who lives in the country of Uzbekistan. Explain that he is a child who lives in another country in a part of the world that is far away. Uzbekistan is located in central Asia. Reinforce that Asia is the largest of all continents and that it is comprised of many diverse countries having diverse landscapes, climates, and cultures.

Locate Uzbekistan on a map, globe, or digital resource. Highlight its neighboring countries and geographic concepts, including that the country is surrounded by land and that there are both mountains and desert areas in the country with many rural locations. Ask children to make observations about the geographic characteristics of the country and how these natural landforms may influence how Uzbek families live, work, and go to school.

Note that just like the United States of America, Uzbekistan offers public education and there are few private schools in the country. Explain that the students will be learning more about Hamid and children just like him, including what children like him do for fun in school and how most children can and do attend school for at least 11 years. Students will compare and contrast schooling around the world.

Read aloud the Peace Corps' children's e-book, [School](#). Compare and contrast the purpose of education and schooling around the world, including the following concepts:

- How communities/cultures educate their children and youth.
- The importance of education.
- How geography may affect children's schooling

- Differences in access (e.g., Children in America are entitled to a free public education beginning at age 5 whereas children in some countries do not have access to free public education.)

Using a Venn diagram, note similarities and unique features of school in your community and one of the two schools you read about.

Apply:

Explain that the class will illustrate and write about a typical day at school to share with Hamid but instead of writing the traditional letter, they will be creating a storyboard with photos/pictures and descriptions of each.

Have the students work with partners to draw individual pictures for each activity, or take digital photos of each part of their day at school. These pictures/photos should begin with them arriving at school and end with dismissal at the end of the day. Some examples of activities are: morning announcements, what subjects are taught daily and when, lunch (what is a typical lunch at your school), recess, etc.

By putting all the pictures/photos in order with their description assemble a "Day in the Life of Our Classroom or School" with your class.